ADOLESCENTS AND THEIR CAREER CHOICES: A SOCIOLOGICAL STUDY OF AGRA CITY

Synopsis

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Introduction

"Knowledge is like milk, its shelf life is stamped on the carton. Similarly the shelf life of an engineering degree is about three years, if everything you know is not being replaced then your career is going to turn sour fast", explained by **Levis Ross CEO, Ford motor Co**. We all have evolved from a stage of childhood where we were dependent on others to an adult who wants to do so many things on our own. Children enter the stage of adolescence before entering the stage of adulthood. Everyone of us undergo this state which is remarkably full of many challenges and is full of excitement.

As stated by **Shigeru Omi** "Adolescents are like butterflies, like the colors of the butterfly's wings adolescents too are colorful". This phase demands adjustment on many fronts. It is the phase where rapid physiological changes and psychological changes take place. It is the time to take up new social roles. Due to all these changes taking place, adolescents face a number of crises and dilemmas. Adolescence is the period where the child moves from dependency to autonomy. Adolescents are most often subsumed with youth or with children or with young adults. Different policies and programmes define the adolescents group differently. Internationally and as is with most UN agencies like WHO, UNICEF, etc. the age group of 10-19 years is considered to be the age of adolescents.

According to **Robert T. Brown** : Adolescents change in three ways namely:

- Physically
- Cognitively
- Psychosocially

Physical development

The changes taking place in a teenager is referred to as puberty. The various changes that occur in puberty are distinguished by physical maturity.

Cognitive development

With changing physically, the mind and methods of thinking begin to change as well. This is known as cognitive development, and it continues even after the physical changes of puberty are complete.

Psychosocial development

Psychosocial development is connected with both pubertal and cognitive development. It is related to teenagers' ability to actively participate and relate to other people and to learn and become an active member of society. This type of development takes place for a longer period of time and may never actually end, but a good portion should be accomplished before the stage of adulthood comes. For this type of development, adolescence is divided into 3 stages:

- -> Early adolescence 10 to 13 years old.
- -> Middle adolescence 14 to 17 years old.
- -> Late adolescence 18 to 21 or 22 year old.

According to **William A. Borgen** : For nearly 90 years, the study of how adolescents make career decisions, which adolescents are likely to be undecided, and how to improve decision making ability of adolescents has been an area of research for psychologists and sociologists. From the time the child enters adolescence, his/her thoughts are revolving around the choice of career. Right choice for career is not only the responsibility of adolescence but affected by many other factors as well. Adolescents account for 1/5 of the world's population and have been on an increasing trend. In India they account for 22.8% of the total population (as of March 2000, according to the planning commission‘s population projections). It implies that 23 million Indians are adolescents in the age group of 10 to 19 years. Adolescence means “to emerge” or “to achieve identity”. It is defined as the phase of life which is characterized by rapid physical, social and psychological development. It is a period of transition from a child who lives in a family to an adult who has to live in a society. Adolescents have very special and distinct needs which can no longer be overlooked. It becomes essential to look after them properly and guide them, as they are the future of the country. They need help in shaping their future by making the right career choice. By addressing their needs, we would be contributing to the socio-economic development of the country as well as to other societal concerns such as social harmony, gender justice, population stabilization and improving the quality of life of our people. In this research I shall throw light on the career choices, factors affecting their choices and the role of career counseling in choosing the right career path for them.

Career: Career means ‘life path’. It is derived from the Latin word ‘carrus’ referring to a ‘Chariot’

which means ‘life path’. A Career is the course of one’s public or professional life.

According to **Oxford dictionary of Sociology**

Career is a patterned sequence of occupational roles through which individuals move over the course of a working life, implying increased prestige and other rewards, although not excluding downward occupational and social mobility

According to **Cambridge English dictionary**

Career is a job or series of jobs that you do during your working life, especially if you continue to get better jobs and earn more money.

“Career development is a process in which personal experience concept and publicly observable aspect of career interact to precipitate each successive stage of occupational statuses”- Mansfield.

Concerns are placed in a framework of development which emphasizes on the life long nature of career development. People choose career on the basis of their:-

- Interests
- Abilities
- Potential contributions to society.

Sociological interpretation of career choice

Pierre Bourdieu's concept of Habitus

Choice and choosing are central phenomena in vocational guidance and career education theories, especially the personal aspects of choosing. However, research and common experience teach us that both personal and social variables influence career choice with social variables weighing more than personal ones. In this regard the habitus theory of the French sociologist Pierre Bourdieu is of particular interest. Choices and tastes in everyday life are pivotal aspects of the theory integrating both social and psychological influences on choice at the same time as it challenges conventional ideas of choice and choosing. Indeed, Bourdieu frequently criticized rational choice theory and saw a strong relationship between the social way of being and choice. The central idea behind habitus theory is a correspondence between social structures and cognitive structures of individuals. This theory therefore highlights interesting aspects of the social aspect of choosing. In his work, Bourdieu intensively studied the social systems that people encounter in their careers from an early age, their

position in the power structure, and how people perceive these systems (i.e. how social experience structures people's outlook, choices and position within social spaces).The main conceptual tools of habitus, field and capital are particularly important in Bourdieu's writings on choice and taste. Habitus, in particular, is a key concept in Bourdieu's theorization of choice. Bourdieu defines habitus as a “social subjectivity”; the thinking of actors or individuals is structured according to the structure of their social surroundings. It is therefore a cognitive structure that is socially embedded. Bourdieu also defines habitus as a “structuring structure”and thereby offers a synthesis of phenomenology and structuralism. Habitus is a structuralist concept because it is a defined set of mental relations which can be formalized as a structure. But it is also a phenomenological (or constructivist) concept because it structures the way individuals organize their perception of the world and their behavior in it. Habitus generates strategies, but at the same time gives room for individual improvisation. Individuals select actions from a range of possible strategies and it is their social history that enables them to perceive these strategies.In their everyday choices, as well as in more important ones such as career choice, individuals distinguish themselves in their dispositions and practices from other groups in social space who have different habituses. People differentiate themselves from others on the basis of knowledge, tasks and interests in for example arts and education. Although social destiny is a major force in choosing occupations, it is important to remember that Bourdieu believes that habitus can and does change. This happens mainly on two conditions. Firstly, habitus changes when a different social trajectory is entered, such as when moving up school levels. Consequently, schooling is a process of conversion for people of lower classes. Secondly, habitus can change via socio-analysis, which is a reflection upon one's social origin and how it has affected one's life. Researchers within career counseling have explored the relevance of habitus theory for explaining career choice and other related career phenomena.

Theories related to career choice

According to **Behling** there are three theories related to career choice as follows:

1.) Objective factor theory: assumes that the applicants are rational. The choice, therefore, is exercised after an objective assessment of the tangible benefits of the job. Factors may include the salary, other benefits, location, opportunities for career development.

2.) Subjective factor theory: suggests that decision making is dominated by social and psychological factors. The status of the job, reputation of the organization, and other similar factors play an important role.

3.) Critical contact theory advances the idea that a candidate's observations while interacting with the organization plays a vital role in decision-making.

After reviewing the sociology of work literature, five explanations of career choice emerged: Planned Happenstance Theory, Cumulative Childhood Experience Theory, Career Challenge Theory, Social Identity Theory, and Career Pattern Theory.

Planned Happenstance Theory 'Planned Happenstance', is a career theory developed by Professor John Krumboltz of Stanford University. This theory explains occupational entry from the perspective of skills required in society and simultaneously focuses on skill development decisions visà-vis these larger requirements. In short, the theory might pose the question: What does a society demand, and has the worker developed the social and practical skills to enable him/her to succeed? In planned happenstance theory, open-mindedness is emphasized. People need to develop an "exploratory attitude" in order to approach the vast number of new situations and changes that individuals face. The words "planned happenstance" have been intentionally united as an oxymoron. People often claim that they "fell into" their position. Career paths are significantly influenced by chance, but the skills learned and steps taken to get them in the position to seize the opportunities cannot be overlooked. Planned happenstance theory includes two principles: a) exploration generates chance opportunities for employment; and b) skills enable people to seize employment opportunities.

Cumulative Childhood Experience Theory

American psychologist Robert M. Gagne gave this theory in 1968. Cumulative Childhood Experience Theory explains occupational entry by focusing on how role models influence (both positively and negatively) an individual's ultimate decision to enter a career. In addition to family members, children are exposed to neighbors, teachers, and peers who may also expose them to occupational careers and choices as well as opportunities for development of skills and attributes which may influence career decisions as they mature. Individuals also come to develop expectations about the outcomes of their performance through repeated direct or vicarious learning experiences.

Career Challenges Theory

Career Challenges Theory given by Frank Parsons explains career choice as involving consideration of the demands and stressors resulting from a rapidly changing work environment. This environment includes such changes as advanced technology, longer worker hours, outsourcing, downsizing, declining health insurance benefits, and uncertain retirement plans.

Social Identity Theory

Social identity theory was proposed in social psychology by Tajfel and his colleagues.This theory maintains that career decisions are often related to one's self and identity. The concept of self derives from the symbolic interactionist perspective and is defined as seeing one's self as an object among social objects.

Career Pattern Theory

Career Pattern Theory explains that occupational choices often follow a pattern as per age, gender, marital status, parenthood, and changing life goals. Career pattern refers to the sequence of occupations in the life of an individual or group of individuals. The term "career pattern" originated in the field of sociology, in the study of social mobility by means of occupational mobility.

Theories related with career development:

1.) Structural theory- focuses on individual characteristics and occupational tasks.

2.) Developmental theories- focus on human development across lifespan.

Structural Theories

- **Parsons** proposed that a choice of a career depends upon:
- An accurate knowledge of yourself.
- Thorough knowledge of job specifications.
- The ability to make a proper match between accurate knowledge of yourself and thorough knowledge of job specifications.

John Holland- in his book *"Vocational Personalities and Environments"*, elaborated career type in a hexagon and he redivided them into the **RIASEC** job environments. Career types as explained by him are as follows:

Realistic- practical, physical, hands on tool oriented.

Investigative- analytical, intellectual, scientific

Artistic- creative, original, independent, chaotic.

Social- co-operative, supporting, helping, healing,

Enterprising- competitive, environments, leadership, persuading

Conventional- detailed-oriented, organizing, clerical.

John Holland classification of personality types

Realistic: Prefers technical, outdoor, and athletic pursuits

Investigative: Prefers scientific research and intellectual pursuits

Artistic: Prefers creative, imaginative, and innovative pursuits

Social: Prefers helping, developing others and interpersonal pursuits

Enterprising: Prefers leadership influencing and persuasive pursuits

Conventional: Prefers data management, numerical and organizational pursuits

Socio-economic Theory : According to economists and sociologists, culture, family background, social and economic conditions and other factors which are outside an individual's control strongly influence one's identity, values and overall personality and career development.

Super's theory According to Donald Super, career maturity is a main concept manifested in the successful accomplishment of age and stage developmental tasks across the lifespan. Formalization of stages and developmental tasks over the lifespan is as follows:

Growth Stage: Birth to 15 years: Form self concepts, develop capacity, attitudes, interest and needs, form a general understanding of the world of work.

Exploratory Stage: 15 to 24 years: Work experience, collect relevant information, tentative choice, and related skill development.

Establishment Stage: 25-44 years: Entry skill building and stabilization through work experience.

Maintenance Stage: 45-64 years: Continual adjustment process to improve positions.

Decline Stage: 65+ years: Reduced output, prepare for retirement.

Factors influencing career choice :Career decision making is influenced by individual education, socio-economic, societal, family, situational and gender.

Family background and career choice: The environment at home is one of the important factors

affecting career choice of adolescents. It is observed that adolescents have high career aspirations if their parents are involved in the career decision making process.

Socio-economic status and career choice: Socio- economic status plays a key role in the career decision making process of adolescents. Adolescents belonging to high income families have better access to career counseling and and guidance facilities which eventually helps them to choose better career path for them

Individual education and career choice: Education helps to develop desired skills for choosing a career. People with no or below intermediate education end up doing manual jobs. People with higher education are more aware about career opportunities and can decide which career to pursue.

Gender and career choice: Women's careers have traditionally revolved around their families rather than their employment. Limitations on women's careers come from their career choices, interruptions in employment and discrimination in hiring and promotion. Women have more interpersonal work goals, more interest and perceived competence in education and social service careers. Men have more extrinsic reward goals as well as more interest and perceived competence in math/science careers.

Factors affecting career choice of adolescents

Situational factors

Chance

Course of least resistance

Affordability

Obligations

Social factors

Education

Peer group influence

Mass media

Family occupation

Family factors

Early childhood experience

Mother as a role model

Father as a role model

Impact of siblings

Social economic factors

Social class

Race

Sex

Supply and demand of jobs

Individual factors

Self-expectation

Abilities

Attitudes

Psychosocial and emotional factors

Fear of failure

Lack of confidence

Lack of assertiveness

Role conflict

Career decision making

For an adolescent one of the most challenging tasks is the choice of a career. In recent times, it has become very difficult for adolescents to choose their career because of demands and complexities that exist in society. Adolescents are in constant dilemma of making the right career choice for them. **Phases of career decision making : Tiedman** has developed a model of phases of career decision making which is elaborated in seven phases. The first fourth phases emphasizes planning and clarification. The last three phases emphasize implementation.

Phases of career decision making

1.) Exploration phase- Carrier decision has to be made.

2.) Crystallization phase- Awareness and gathering information of the alternatives for action and consequences.

3.) Choice phase- Deciding which action alternative to follow and the person develops a commitment

to executing the decision.

4.) Clarification phase- Understands the consequences of commitment and plans definite steps to take.

5.) Induction phase- The person encounters the new environment for the first time. Self-image is modified as the person begins to believe in the values and goals of the new group.

6.) Influence phase- Here the person is involved with the new group. He becomes more assertive in asking the group to perform.

7.) Integration phase- Group members react against the new member's attempts to influence them. The true collaboration between the new member and the group is reached.

Career choice and role of counseling Adolescents seem to recognize the need of career counseling and guidance in making the right career choice for them. It becomes important for them to seek guidance from a professional counselor in order to make the right decision. Adolescents are looking for diverse career opportunities and eventually choose a career which is more suitable for them. Career counselors help them to realize their true potential and interest which help them to choose the right career path for them. Every individual is different and unique career counseling caters to the needs of every individual and helps to realize their strength and interest suitable to their personality and aptitude. In the absence of career counseling an individual may choose the wrong career path for them which affects their work efficiency, job satisfaction and career growth opportunities.

Indian adolescent and career choice

The tremendous changes in the world of the workplace put a high degree of pressure on the Indian young person to make effective career choices. Yet, theoretically sound, culturally and psychologically validated, services to support career development do not seem to be available for large scale use in the Indian situation. Our school children peer into the bleak higher education landscape with bewildered eyes. The job market of the New Economy offers a seducing array of opportunities and thousands of school-leavers apply for the Indian Institutes of Technology (academies of excellence) in the hope of getting a prestigious and a high-paying job. Attending a traditional university is almost a last resort. Vocational training is linked to low prestige and therefore is not the popular option. A recent study (WORCC-IRS, 2006) reveals, not surprisingly, that the top three

occupations in terms of prestige are: scientist, computer scientist and engineer, but that there is little correlation between preferences for these careers and personal interest, knowledge of those careers or feelings of self efficacy. Vocational education should not be limited to merely teaching some 'Occupational' skills, as is often done in the present courses. Instead, vocational education should entail designing a broader educational curriculum that takes off from the work learners may be engaged with. For instance, those engaged in a production process are naturally interested to learn more about how the raw material reaches them, where it originates, in what form and at what cost. In addition they must know who manages the production process, how is the designing done, what was the historical development of the technologies involved, etc. The learning horizon must keep widening with each set of enquiries, and can encompass even more than what is traditionally taught in schools. The work must provide the motivation and the context to lead, and education should transform the learners, their thinking, skills, attitudes and knowledge, while also simultaneously transforming their work. {Report of the Working Group on adolescents for the Tenth Five Year Plan Planning Commission, Government ofIndia) The curricula of Polytechnics, Shramik Vidyapeeths, Industrial Training Institutes and other such agencies dealing with vocational courses need to be changed accordingly, and made more interesting, creative and professionally broad based. A National Core Group of persons to help redesign these curricula and share innovative ideas and experiments from different parts of the country needs to be constituted. Thus the 'system' should create well formulated supports that could channel this enthusiasm toward effective career choices. More effort is needed in setting up rural professional training centers that offer a wide range of residential and short-term courses, integrated with formal educational inputs. A concerted attempt should be made to provide students with 'hands-on' experience in the entire gamut of inter-linkages related to a vocation, and also to engage them more organically in the running of these institutions. Making adolescents more responsible in the management of the course is the key to ensuring their motivation and also providing a more holistic educational experience to them.

Vocational training programme: The Director General Employment and Training in the Ministry of Labor is responsible for laying down policies, procedures, standards and overall coordination of employment service procedure, and of vocational training programmes throughout the country. (Mr.

PC Misra). Under the vocational training system which is being implemented by the Ministry of Labor, the following programmes are available:

A. Craftsmen Training Scheme:

B. Apprenticeship Training Scheme:

C. Women's Training Scheme:

D. Craft Instructor Training

Statement of the problem

In India, adolescents account for 230 million in total population. It becomes necessary to look after them as they are the future of our nation. Adolescents are prone to make mistakes and easily misled in the absence of proper counseling and guidance. The purpose of this research is to know career choices among adolescents, factors affecting career choices and compare the preferences of career by gender and socio-economic status. This research also touches upon the factors that the counselors, parents and family members will be able to assist adolescents with career choice and career decision making process.

Significance of the study

The future of societies depends upon the success of adolescent's ability to create pathways, where they can develop themselves and contribute to their communities. When these pathways are backed up by support from the society, guidance from the family & counselors. Adolescents can join adulthood well prepared and confidently. When these paths are blocked, unpredictable, unsupportive. In this case, the future of society as well as of adolescents is uncertain. Today's society is complex. The complexity of many occupations requires youth to develop more advanced job skills, including literacy, numeracy, and information and computer skills. Thus, the significance of this study is to make schools, colleges, counselors and the adolescents themselves to be aware of the obstacles and how to overcome them. In this research I shall throw light on the adolescent's career choices, factors influencing their career choices & how they can be helped to overcome their problems with the help of counselors and parents and by themselves. The adolescents should rise to the challenge. Adolescents should be able to develop higher levels of optimism and make valuable contributions to their communities and societies.

Review of literature

1.) Reddy (1972) studied vocational needs with the relation to the occupational choices of 3600 IX, X and XI grade students. He concluded in his study that social and economic status of students were significantly related to their vocational needs and occupational choices had significant relationship with their social status only.

2.) Sinha (1978) examined the role of Family in shaping the vocational interests of students. Thurston interest schedule and other tools were used on 460 higher secondary students of Mathura and Agra cities. He found that a healthy home kindled love for the scientific and executive field.

3.) Bhatnagar (1983) discovered that vocational interest was the chief factor in determining occupational choice among adolescent girls. This was found more among girls belonging to higher income groups. Girls displayed diversified vocational preferences.

4.) Sharma (1987) conducted a study on effectiveness of the vocational exploration programme at secondary school level for vocationalisation of education. The major findings were the vocational exploration programme was highly significant in attaining its objectives.

5.) Bhatnagar and Gupta (1988) conducted a study to find out the effect of short-term guidance programmes on the career decision making of class IX students. The pre-test and posttest design was used to find out the effectiveness of career guidance programmes. The results revealed higher career maturity scores after the guidance intervention program.

6.) Gaikwad (1989) studied the factors that affect decision making abilities of class X students related to educational and vocational career and the effect of vocational guidance on these abilities. Results showed that students above average age have more definiteness regarding career decisions as compared to students below average age.

7.) Bhatnagar and Jain (1989) conducted a field Study of an exploratory nature to find out the vocational planning among tribal first-generation learners of Meghalaya. The major objective of the study was to understand the characteristics of tribal students and then assess the role of these characteristics in educational and vocational development. The findings of the study have provided information on characteristics of tribal students of Meghalaya.

8.) Subramaniam (1990) carried out a study on social economic status of students of Polytechnic and

their attitude towards manual jobs. Major findings were there was a significant relationship between lack of education and manual jobs. There was no significant relationship between personal development and manual jobs.

9.) Chaudhary (1990) studied vocational aspirations, occupational choices and academic choices of students. The majority of students preferred science stream for continuing their studies and future career. The study did not find any relationship between the occupation of the fathers and the occupational choices of the students.

10.) Chandana (1990) The purpose of study was to investigate the attitudes of higher school students towards career choices and to investigate the relationship between psycho-social variables and an aspect of the career development of high school students' attitude towards career choice processes. She found that factors may differ for males and females

11.) Kumari and Sethi (1990) Studied 100 college girls who were classified as high and low on self esteem on the basis of median of their combined scores on a self acceptance test. Results were discussed to encourage career aspirations of women.

12.) Baraga (1991) studied the interests of the students studying in the vocational education stream in Rajasthan and identified the difficulties faced by them. The study found that the majority of the students were interested in vocational education mainly because of its employment preparatory nature.

13.) Gupta (1991) Conducted a study of the impact of training in carrier awareness and career decision making skills upon career related attitudes and the guidance needs of secondary school students. He found a significant impact of training on career planning skills. The variables age, sex, and performance in school subjects made a significant contribution to career awareness.

14.) Sharma (1991) conducted a study to explore differences in the vocational interest of socio-economically advantaged and non-advantaged students of secondary schools of Rajasthan. The standardized tools were developed and the sample was collected from 142 students. Findings revealed their differences among the two groups.

15.) Juneja (1992) conducted action research for development of guidance programmes to promote the career potential of senior secondary school girls, with the purpose of investigating the barriers in career development of girls and help them become career oriented. The sample of the study consisted

of class XI and class XII students of three Delhi Administration schools in science, commerce and arts streams. The programme was evaluated by principals, teachers, cousnselors and students

16.) Gail (1993) He addressed counseling psychology's ongoing concerns about the role of career counseling. He observed that psychologists often consider motivation problems as adolescents' life-stage phenomena, sociologists often attribute these problems to schools.

17.) Devenis (1995) investigated the impact of an individual's difference in approach to the commitment process in relation to the major career development behavior and task of the exploration stage.

18.) Davis (1998) explored that parental encouragement and career development were found positively correlated. Parental encouragement was found to have a pervasive influence on the educational development and career development of adolescents.

19.) Sukhdev (1999) conducted a study on students of the BSC colleges located in rural semi-urban and urban areas of India. It was found that none of the students studying in government colleges had high levels of career awareness whereas 54% of students studying in public schools had higher levels of career awareness.

20.) Tomar (2004) J.P.S. Tomar while working with 400 boys and 200 girls of class XII eastern UP, discovered that sex, rural-urban residence were determinant factors in occupational interest of adolescents.

21.) Ferry (2006) observed that schooling is one of the cultural and socio-economic factors that affect the choice of career of the youths.

22.) Robert (2008) carried out a study on school to career transitions, career awareness and career and technical education students. Results revealed that the variable of socio-economic status was significantly related to career decision, self efficiency and career outcome expectations.

23.) Turner (2010) This study examined gender differences in relationships among vocational skills, motivational approaches for urban adolescents. Results showed that males have greater realistic interests and females having greater artistic and social interest based on Holland's theory of interest types.

24.) Bakshi (2012) studied influences on career choices as perceived by youth in Mumbai. career

choices were largely class specific and gender specific. Male were more aligned to science and technology whereas females were more interested in humanities careers.

25.) Sirohi (2013) studied vocational guidance and career maturity among secondary school students of India. Survey method was employed. A sample of 160 students was collected from eight secondary schools. Indian adaptation of Career Maturity Inventory was administered. Students of private schools show higher career maturity altitude as compared to students from government schools.

26.) Panja and Krishna De (2015) conducted a study on attitude towards career guidance and counseling among higher secondary schools in West Bengal. The study attempts to reveal the present scenario about guidance & counseling facilities in the schools of West Bengal.

27.) Kumar and Lavanya (2015) study on orientations of higher school students and parents towards career decision making reveals that the career development orientations of a small group of middle-class, high school students with parents orientations to the career development of their children. The findings of the study were: encouraging students to engage in activities of their interest could facilitate effective career decision making.

28.) Rai (2016) in her study entitled Factors affecting academic performance and aspirations of undergraduate students of Punjab agricultural University, Ludhiana, revealed that about 15% students aspired for government jobs and private jobs respectively.

29.) Kumar (2016) according to the three day National Conference on 'Guidance and Counseling In India: Status, Trends, Practices and Innovations' some recommendations were made in the field of guidance and counseling. There is a need to strengthen the State Educational and Vocational Guidance Bureaus of the states and the Non Governmental Organizations should also take part to meet actual needs of students.

30.) Jain (2018) conducted a study on impact of career guidance and counseling on students career development. The objectives were to find the impact of career guidance and counseling on students' career development. The major findings were that there was a significant effect of career guidance and counseling of student career development.

Objectives of the study

1. To study the socio-economic background of adolescents.

2. To identify the various factors affecting career choices among adolescents.

3. To assess the role of career counseling in choosing a career among adolescents.

4. To compare the career preferences among rural and urban adolescents.

5. To study the shift in career preferences among adolescents during pre and post covid-19 pandemic.

Hypothesis

1. There lies a difference in career preferences of adolescents among upper, middle and lower economic classes.

2. Age, sex, socio-economic status, education, career guidance are the various factors affecting career choices among adolescents.

3. Career counseling will have a positive impact in choosing a career among adolescents.

4. Urban adolescents have career preferences related to Information and Communication technology, Hospitality industry, Medical Sciences , Mass Media and Journalism and Education. Rural adolescents have preferences of Defense, Police and Agriculture.

5. There is a significant shift in career preferences among adolescents during pre and post covid-19 pandemic.

Research methodology

Research design will be exploratory and descriptive in nature.

Locale of the study- Uttar Pradesh is chosen as the locale of the study as it is a major state of the country and adolescent girls and boys have an important role to play in the development of the state as well as the country.

District under the study- District Agra is purposely selected for this study as the researcher hailed from this place. This will help the researcher to collect the necessary information accurately and timely. The researcher being from the same place can easily have dialogues & discussions during pilot study and final data collection.

Selection of sample- A list of intermediate, graduate colleges and universities is prepared. Out of which 4 intermediate Colleges and 3 graduate colleges and 1 university are randomly selected. It comprises 384 adolescent boys and girls of intermediate, graduate colleges and university. Thus 384 adolescents, boys & girls are taken as a sample of the study. Out of which 192 are boys and 192 are

girls.

Intermediate colleges

P.V Girls Inter College: 48 girls

REI Boys Inter College: 48 boys

Jawahar Navodaya Vidyalaya: 24 boys and 24 girls

St. Conrads Inter College: 24 boys and 24 girls

Graduate colleges

R.B.S College: 24 boys and 24 girls

Agra College: 24 boys and 24 girls

St. Johns College: 24 boys and 24 girls

University

Dayalbagh Educational Institute: 24 boys and 24 girls

Variables and their measurements

Independent variables

Age (In years)

- 10-14
- 14-18
- 18-22

Educational qualification

- Middle school
- High school
- Intermediate
- Graduate and above

Sex

- Male
- Female

Father's occupation

- Business
- Service
- Agriculture
- Labor
- Factory employee

Mother's occupation

- Housewife
- Business
- Service
- Agriculture
- Labor
- Factory employee

Family income

- Below 5000
- Between 5000-10000
- Above 10000

Family background

- Rural
- Urban

Dependent variables

Career choice of adolescents is taken as a dependent variable.

Operational Definitions

Adolescent: An adolescent is a person between the ages of 11 and 21. The term adolescence comes from the Latin word which literally means grow to maturity. This implies that the period of adolescence is one during which the child is slowly transformed into a mature adult. It is a period of transition from childhood to adulthood.

Gender: Gender is the term used for the socially constructed concepts of masculine and feminine roles

in our culture as opposed to the biological distinction between male and female.

Career: Career in its broadest sense, means life path and thus includes all the roles a person plays throughout life. This definition places careers in a developmental framework and emphasizes the lifelong nature of career development and the many choices and roles that contribute to career development.

Career Choice: According to Psychology dictionary : Career choice is the selection of a particular path or vocation. This is usually influenced by parental guidance, vocational counseling and training opportunities. It is also affected by personal preference and identification with figures and role models.

Scale used for data collection

Career Preference Record (CPR)

This preference record was developed in the year 2001 by Bhargava and Bhargava. The main purpose to develop a career preference record was to help make wise choices of career preferences or vocations. CPR covers 10 main areas of variations, they are:

1. Mass media & journalism(MMJ)
2. Artistic and designing(AD)
3. Science and Technology(ScT)
4. Agriculture(Ag)
5. Commerce and Management(CM)
6. Medical(M)
7. Defense(D)
8. Tourism & Hospitality Industry(TH)
9. Law & order(LO)
10. Education(E)

The aim of recording is to know which career an individual would like to undertake when studies are completed. It would help to know the preference so one can prepare for that career.

Data collection

Data of 384 samples will be collected with the help of an interview schedule and the career preference record.

Statistical analysis

The statistical techniques which will be used in the study are as follows-

1.)Percentage= Sum of all responses/ Total number of responses X 100

2.)Arithmetic Mean

For ungrouped data X= Xi/N

For grouped data X= FiXi/Fi

Where X= arithmetic mean

Xi= ith variable

Fi= ith frequency

Fi= Total frequency

3.)Chi-square test: Chi-square test will be applied to establish the association between dependent and independent variables.

Tentative Chapterization

Chapter One: Introduction

- Introduction: Adolescents and their career choices
- Theories related with career choice
- Sociological interpretation of career choice
- Statement of the problem
- Significance of the study
- Review of literature
- Objectives of the study
- Hypothesis

Chapter Two: Research Methodology

- Research methodology and research design
- Locale of the study
- District under the study
- Selection of sample
- Independent variables

- Dependent variables
- Operational definitions
- Career Preferences Record
- Data collection
- Statistical analysis

Chapter three

- Socio-economic background of adolescents

Chapter four

- Career choices among adolescents and factors affecting them.

Chapter five

- Role of Career counseling in choosing a career among adolescents.

Chapter six

- Career preferences among rural and urban adolescents.

Chapter seven

- Shift in career preferences among adolescents during pre and post covid-19 pandemic.

Chapter eight

- Summary and conclusion
- References
- Bibliography
- Annexure

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